Sheffield Hallam University

TITLE	Organisational Ethics and Corporate Social Responsibility
SI MODULE CODE	44-7784-00S
CREDITS	15
LEVEL	7
JACS CODE	N600
SUBJECT GROUP	OB/HRM
DEPARTMENT	Management
MODULE LEADER	Janette Hurst

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	**Placement (if applicable)**	**Independent Guided Study**	**Total Number of Study Hours**
30	**NA**	**120**	**150**

MODULE AIM

The module aims to equip students who will be working in an international context with an awareness of the role of the HR professional in shaping organisational strategies for ethical behaviour and corporate social responsibility. As future global HRM citizens the module will seek to develop a critical awareness of the current and future issues facing HR practitioners to provide them with the expertise to provide advice and guidance in the policy areas of the subject discipline. The students will also be challenges to explore their own professional and personal practice as HR practitioners.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to;

1. Develop the ability to critically reflect and reflex on the role of organisations & business in society and own role as a global citizen.
2. Critically evaluate key theories in the areas of organisational ethics and responsibility.
3. Evaluate the role that HRM/D policies & practices can take in leading and supporting societal chance and organisational values & social responsibility strategies.
4. Analyse, apply key theories to and formulate recommendations for a case scenario.

INDICATIVE CONTENT

- Definitions and scoping of the terminology of organisational ethics and CSR;
- Strategic human resource management in the context of ethics/CSR;
- Overview of main ethical theories and models for organisational ethics and CSR;
- Contextual factors (globalisation, international development, economy, sociological)
- Drivers (legal, moral and business case, Global Compact, PRME etc.)
- Human and environmental impact of organisations (pollution, climate change, child labour, corruption etc.)
- The role and ethical responsibilities of the HR professional.

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS
Students will be supported in their learning, to achieve the above outcomes, in the following ways;

- Through taught sessions which introduce the concepts, theories and research in the field of organisational ethics and corporate social responsibility;
- Through tutor facilitated seminars providing the opportunity for student work groups to present their research case study ideas;
- Through the E-Learning platform (Blackboard) which provides research linked resources, opportunities for interaction and discussion via forums;
- Through using practitioners and guest speakers designed to provide knowledge and demonstrate the application the ethics and CSR in an organisational context;
- Student facilitated learning forums to develop help develop learner autonomy and intra-dependent learning;
- By providing support and feedback during the discussion and debate on current issues in the field of ethics and CSR. This is to ensure students are maximising their learning through reflective practice.

ASSESSMENT TASK INFORMATION
The assessment takes a case study based approach with students being given some autonomy with support from the tutors on the choice of subject matter for the case study. The learning outcomes for the module will be achieved partially through the assessed work but also through formative class based debate and discussion.

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	A case study assignment	CW	100	4000	N

<u>FEEDBACK</u>
Students will receive feedback on their performance in the following ways:

- In classroom discussion with tutors and peers based on a critical analysis and review of the literature, research and case study materials;
- Through oral feedback from tutors and peers on the research proposals;
- In self-managed learning forums designed to help students explore and discuss their research;
- Through the use of discussion boards via blackboard to disseminate research in the field;
- By using formative feedback and the marking grid to help with improving academic research capability and writing skills with accordance with the university timescales for providing feedback.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Students will be expected to utilise the research databases to support their research into the subject area. The reading list provides some recommended texts and more guidance including journals will be provided in the module guide.
Reading List

COHEN, E. (2010). CSR for HR: A necessary partnership for advancing responsible business practices. Sheffield, Greenleaf Publishing Limited.

CRANE, A. (2007) **Business ethics : managing corporate citizenship and sustainability in the age of globalization. 2nd ed.** Oxford ; New York : Oxford University Press

DUNPHY, D., GRIFFITHS, A. and BENN, S. (2002). Organizational change for corporate sustainability. Routledge.

BLOWFIELD, M., BLOWFIELD, M. and MURRAY, A. (2008). *Corporate responsibility: A critical introduction.* Oxford University Press, USA.

HENRIQUES, A. and RICHARDSON, J. (2004). *The triple bottom line, does it all add up?: Assessing the sustainability of business and CSR.* Earthscan/James & James.

RIDLEY-DUFF, R. and BULL, M. (2010). *Understanding social enterprise: Theory and practice.* Sage Publications.

TREVINO, L. K. and NELSON, K. A. (2011). *Managing business ethics. 5th ed.* Hoboken, N.J. : Wiley.

Visser, W. & N. Tolhurst (eds.) (2010) THE WORLD GUIDE TO CSR: A Country by Country Analysis of Corporate Sustainability and Responsibility, Sheffield: Greenleaf.

WADDOCK, S. A. (2006). *Leading corporate citizens: Vision, values, value-added.* 2nd. ed., McGraw-Hill.

Key Journals
Organisational Ethics

Business in Society

SECTION 2   MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	**01/2014**

MODULE DELIVERY PATTERN - *Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.*

	Module Begins	**Module Ends**
Course Intake 1	January 2014	April 2014
Course Intake 2	September 2014	December 2014
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y

Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

*Choose one only – module <u>cannot</u> include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N

If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 1

NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%. **NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.**	